

MONROE COUNTY COMMUNITY SCHOOL CORPORATION
CURRICULUM GUIDE

ENGLISH (1-2)
ACCELERATED

SUBJECT: READING AND LITERATURE

PROFICIENCY 1: SELECT AND APPLY EFFECTIVE STRATEGIES FOR READING

- 1.1 Establish purposes for reading
- articulate purposes for reading
 - to locate information
 - to master content
 - to appreciate the aesthetic qualities of literature
 - for personal pleasure
 - to interpret or understand technical information
- 1.2 Make and defend judgments about the quality and content of reading materials within the context of established purpose
- interpret, analyze, and evaluate information
 - articulate criteria against which to judge the merits of a text and apply those criteria in oral and written critiques
- 1.3 Read and identify different points of view
- identify the point of view in a given text and articulate the strengths and limitations of that perspective
 - speculate on the ways a text might be different when narrated or seen from a different point of view
- 1.4 Use prior knowledge to construct meaning from reading
- articulate important similarities, differences, or other connections with previous reading or knowledge derived from other sources including personal experiences, observations, and related fields of study
- 1.5 Monitor own understanding
- seek clarification by asking questions of instructor, classmates, and others
 - utilize appropriate aides such as footnotes, glossaries, dictionaries, semantic, structural, and textual clues
- 1.6 Vary reading strategies in light of established purposes
- understand and regularly utilize strategies such as close reading, skimming, and proofreading as they are appropriate to the established purpose
 - use headings, captions, diagrams, charts, illustrations, timelines, and textual clues appropriately

PROFICIENCY 2: DEMONSTRATE THE ABILITY TO COMPREHEND A WIDE VARIETY OF READING MATERIALS INCLUDING CLASSIC AND CONTEMPORARY FICTION, NONFICTION, POETRY AND DRAMA, NEWSPAPERS, AND MAGAZINES

- 2.1 Recognize and apply vocabulary from reading
- 2.2 Understand the elements of story structure
- identify orally and in writing the elements of plot, character, setting, theme, and tone and explain how these are developed in a literature text
- 2.3 Understand the relationship among the literary elements of a story
- give a 10 minute presentation dressed like a character from a reading selection and explain how the costume is tied to the character's personality, discuss an episode which is important in the character's life, and explain the ways the character is influenced by the time and place in which the story occurs
- 2.4 Understand the elements and structure of dramatic literature
- 2.5 Understand the elements and structures of poetry
- 2.6 Understand the relationship between form and content
- read works of fiction, nonfiction, poetry, and drama which have a common theme and identify similarities and differences in the way each genre develops the theme
- 2.7 Discriminate between the main idea (thesis) and supporting details
- 2.8 Differentiate between fact and opinion
- 2.9 Draw inferences from readings and identify an author's purpose, assumptions, and stance toward his or her subject
- 2.10 Make and defend judgments about quality and content of readings
- make judgments according to stated criteria and cite evidence from readings to support assertions
 - review peer writing to determine how effectively the objectives and criteria were met

Indicators for 2.1-2.10

- Demonstrate reading comprehension orally through formal and informal discussions, debates or presentations, and in written products which may include reading logs, literary essays, research papers, and reports, and through communication modes other than oral or written language including the visual arts, graphics, dance, or music

**PROFICIENCY 3 RECOGNIZE THE INTERRELATEDNESS OF LANGUAGE,
LITERATURE AND CULTURE**

- 3.1 Read recognized masterpieces and authors from a variety of literary traditions
- demonstrate understanding of both assigned and self selected texts from those generally regarded by educators as having exceptional merit
- 3.2 Understand how cultural attitudes, values, and beliefs are reflected in literary works
- articulate connections between literary texts and cultural contexts both orally and in writing
- 3.3 Understand how literature reflects the universality of human experiences

SUBJECT:	WRITING
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PROFICIENCY 1: SELECT AND APPLY EFFECTIVE STRATEGIES FOR WRITING

- 1.1 Establish audience and purpose for writing
- 1.2 Choose forms, content, and methods of organization that are appropriate to the intended audience and purpose
- 1.3 Utilize writing processes appropriate to the form, content, and purpose of the written product
- pose questions, read, research, etc. in preparation for writing
 - use prewriting strategies that are appropriate to personal style and to the task
 - write multiple drafts
 - solicit feedback from appropriate readers
 - proofread and edit
- 1.4 Revise for clarity, coherence, economy, and voice
- 1.5 Edit to produce final products which follow accepted language conventions
- identify and correct errors in
 - spelling
 - punctuation
 - sentence construction including run-on, incomplete, and unclear sentences
 - subject-verb agreement
 - pronoun clarity and agreement
 - inappropriate use of passive voice

**PROFICIENCY 2: WRITE FOR DIFFERENT PURPOSES AND AUDIENCES,
PRODUCING A VARIETY OF WRITTEN PRODUCTS**

- 2.1 Write in response to literature, films, speakers, and/or class activities

- write a literary essay demonstrating ability to integrate literary analysis, interpretation, and personal response
 - keep logs, journals or do other informal writing as a means of recording insights, reflections, and questions about readings
- 2.2 Write to share the results of investigation or inquiry
- write summaries of information from sources that are restated in original language and are clear, concise, accurate and coherent
 - learn how to acknowledge sources using parenthetical documentation (MLA format)
 - write a research paper analyzing and synthesizing information from multiple sources and contributing a personal perspective
- 2.3 Write to explain and persuade
- write informative essay, design a pamphlet or brochure, and/or create other written products that provide clear explanations, information, or directions
 - write a position paper, editorial and/or guest column in the *Whole Press* or the school newspaper, setting forth a position and supporting it with appropriate evidence
- 2.4 Write to tell a story
- write personal narratives and/or short fiction which demonstrate understanding of the basic techniques for narrative writing
- 2.5 Write to make a request, state a complaint or concern, or urge a government official to adopt a position or follow a course of action
- write a letter adhering to the conventions of business communications
- 2.6 Write for creative expression
- write short fiction, poems, plays and/or personal narratives

See also Grammar, Usage and Style

SUBJECT:	GRAMMAR, USAGE, AND STYLE
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PROFICIENCY 1: UNDERSTAND AND APPLY FUNDAMENTAL CONVENTIONS OF USAGE IN WRITING

- 1.1 Use punctuation correctly including commas, colons, semicolons, and quotation marks
- 1.2 Recognize run-on and incomplete sentences and correct errors in sentence construction
- 1.3 Recognize and correct dangling or misplaced modifiers
- 1.4 Recognize and correct problems of subject-verb agreement
- 1.5 Recognize and correct problems of pronoun clarity, case, and agreement

PROFICIENCY 2: APPLY ACCEPTED CONVENTION OF STYLE IN WRITING AND SPEAKING SITUATIONS

- 2.1 Understand that self is placed in the background
- use the pronoun “I” appropriately in speech and in writing
- 2.2 Understand the importance of precision in language choices
- use specific nouns and action verbs
 - avoid the use of qualifiers
 - use modifiers appropriately and sparingly
 - use figures of speech appropriately and sparingly
- 2.3 Use the active voice in writing
- 2.4 Strive for clarity and brevity; avoid wordiness
- 2.5 Understand the importance of keeping related words together
- 2.6 Maintain consistent verb tense

SUBJECT: SPEAKING AND LISTENING
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PROFICIENCY 1: SPEAK EFFECTIVELY TO AN AUDIENCE

- 1.1 Learn techniques and methods of structuring talks designed to explain or inform
- 1.2 Give a demonstration which is clear, interesting, and informative
- 1.3 Speak with conviction, clarity, and accuracy
- 1.4 Respond effectively to audience questions
- demonstrate knowledge about subject and answer questions easily, accurately, and without being defensive
- 1.5 Summarize ideas and acknowledge different points of view; paraphrase what others have said
- 1.6 Effectively select and utilize audio-visual supports in presentations
- use visuals including charts, graphs, illustrations, film excerpts, etc. to illustrate points
 - make clear to the audience the relevance of the audio-visual supports and offer clear explanations for their use
 - design visuals that are clear, attractive, and easily seen by all members of the audience and meet, or exceed, the standards by which such visuals are usually judged

PROFICIENCY 2: LISTEN ACTIVELY

- 2.1 Provide verbal and written feedback appropriate to the listening context
- paraphrase what has been said
 - identify important points in verbal messages
 - utilize strategies such as note taking, outlining, diagramming, or tape recording to remember the content of messages
- 2.2 Identify and interpret nonverbal cues
- demonstrate attending behaviors in interactive situations

PROFICIENCY 3: PARTICIPATE IN FORMAL AND INFORMAL CLASS DISCUSSIONS

- 3.1 Articulate the behavior norms for effective group discussions and recognize when these norms are being violated
- 3.2 Express and substantiate ideas
- 3.3 Ask clarifying questions of both instructors and peers
- 3.5 Respond appropriately to questions and requests for information

PROFICIENCY 4: PARTICIPATE IN ROLE PLAYING, DRAMATIZATIONS, AND ORAL INTERPRETATION ACTIVITIES

- 4.1 Role play scenarios or dramatize scenes

SUBJECT:	CRITICAL THINKING
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PROFICIENCY 1: USE KNOWLEDGE AND UNDERSTANDING OF LANGUAGE TO MAKE CRITICAL JUDGMENTS

- 1.1 Distinguish between objective and subjective presentations of information
- 1.2 Distinguish fact from opinion
- 1.3 Identify purpose and perspective in spoken and written language
- 1.4 Understand the power of language to shape perceptions as well as to communicate them
- identify language that carries built in judgments
 - distinguish between denotative and connotative meanings in words